

Global Campus MYP Language Policy

Language Philosophy:

The Global Campus Middle Years Program (MYP) believes that all MYP teachers are language teachers with responsibilities for facilitating communication and literacy across all subject areas. We believe:

- language is essential to all learning and should be supported, developed, and valued
- language is taught in a context that reflects culture
- language is best taught through inquiry-based thematic instruction
- the support of all native languages is essential to language acquisition
- background knowledge will serve as a platform for language acquisition
- an understanding of a second language increases global competency

Language Profile as Primary Language (as of 2014-15):

Language	Percentage of Students
Spanish	62%
English	37%
Other	1%

The population of Spanish speaking students at Global has varied levels of English language proficiency, from bilingual to Spanish speaking only. Upon registering at the school, each student's native language is identified and an appropriate support is established.

The Global Campus Middle Years Program understands that true international mindedness requires the ability to communicate in more than one language. Students will be enrolled in Language and Literature, Language Acquisition (Spanish), and Native Speaker Spanish for each MYP year. To ensure that students learning a language other than their mother tongue are supported throughout the MYP, the following is our action plan:

Second Language Instruction

All academic content is delivered in English for all students. Classroom instruction supports the development and acquisition of social and academic English through best practices. Students who come to Global with a first language other than English are supported through ELL services.

In order to facilitate instruction:

- English Language Learner (ELL) plans articulate specific strategies or accommodations for individual students as well as literacy and language goals based on language proficiency scores
- ELL support classes are offered, in addition to the general education classes, based on language proficiency level

- all students will develop reading, writing, listening, speaking, and media skills in all subject areas using a variety of best practice strategies that support language development
- communication is available in Spanish and other languages as needed
- online access to high quality language resources is available
- students are encouraged to use a dictionary, thesaurus, or other reference materials for the support and development of language in all classes.
- translators are available for conferences in various languages as needed
- English language is monitored via the WIDA standards and recorded in ELL plans (in Alpine Achievement)
- numerous teachers have ELL endorsement and professional development is provided to new and veteran teachers

Language Scheduling:

Students are placed in language classes depending on their current language proficiency as follows. This program is currently in its first year of development, but its aim is to:

- place incoming students in a native Spanish speaker or non-native Spanish speaker Spanish course based on their Spanish proficiency in speaking, listening, reading and writing.
- Lau A and B (entering, emerging, and developing English Language Learners) students will take an ELL class in addition to their normal class schedule.

References & Resources:

Mapleton Public Schools, *English Language Development Instructional Resources*, Revised and updated September 12, 2016.

Mapleton Public Schools, *English Language Development Guidelines*, Revised and updated September 1, 2016.